CHAPTER V

DISCUSSION

This chapter discuss the result of the data analysis from chapter IV. It includes the implementation of dictogloss technique to improve the students' listening ability of the second grade of SMPN 1 Semen Kediri and the improvement of the students' listening skill by using dictogloss technique.

A. Dictogloss as Interactive Method

Based on the result of the students' questionnaire about the students' listening ability in preliminary study, it can be concluded that the students in SMPN 1 Semen Kediri have no interesting listening section. They have lack on vocabulary and bored with the method used by the teacher. They also have low motivation to study English. Because they feel confused with the spell and the pronunciation of the words.

Dictogloss is a classroom dictation activity where learners listen to a passage, write down key words and then work together to create a reconstructed version of the text, stated by Nora (2015) from Wanjyrub article.[1] The using of dictogloss technique can stimulate the students' involvement in learning activity. Before make a group, students should have vocabulary building. Vocabulary building section helps students try to have enough knowledge about English and makes them more confident to join the English listening

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[1] Nora Nikmatul Jannah, *The Effectiveness Of Using Dictogloss Technique To Improve Students' Listening Ability At The Eight Grade Of Mts Al-Huda Bandung Tulungagung In Academic Year 2015*, (Tulungagung: IAIN Tulungagung, 2014), p. 67

class. As what the researcher done in the study, the second grade students' of SMPN 1 Semen Kediri have a good involvement in learning activity. It can be seen from the percentages of the students whom active in the class from cycle 1 to cycle 2. In cycle 1, there are 41% students which active in the classroom activity and it increased to 86% in cycle 2.

The dictogloss procedure offers various opportunities for follow-up activities. As in the original procedure, the teacher can compare the various versions and discuss language choices.[2] Error analysis can help to identify grammatical points that the learners have difficulty with, which can then be further practiced. Also, if students have already studied or been exposed to particular structures that appear in the text, the reconstruction task can be used for review and self-correction.

Listening is an important skill. Listening can help students acquire detailed comprehension. It assists students approach a foreign language with greater confidence and expectation of success.[3] Listening and vocabulary have a strong relativity that their knowledge could enable and the students will get more information.

B. Dictogloss Can Improve Students' Listening Ability

Based on the result of the implementation of the actions, the improvement of the students' listening skill can describe as follows.

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[2] Zorana Vasiljevic, Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners, *English Language Teching*, Volume 3 (01), 2010; p. 45
[3] Henry Erhamwenmwonyi, *Nature, Importance and Practice of Listening Skill*, Volume 3(07), 2015; p. 27

The result of the students' achievement in cycle 1 was not good enough. The criteria of success in SMP N 1 Semen Kediri was 75, but only 59,5% or only 22 of 37 students can get score 75 minimums. This result was not achieved the target of this research which was 75% of the students were actively involved in the teaching of listening skill through dictogloss technique. Most of the students still confuse with the story and still did not know well the words.

So, the next cycle was needed to improve the students' listening ability. Some variations in cycle 2 was conducted that explained above. After implemented the cycle 2, it was found that the students' listening test score had improved from cycle 1 to the cycle 2. Only 59,5% students got the minimum score in cycle 1, then 86% students can reach the minimum score in cycle 2. It means that the result of the students' listening test was increased. This result is appropriate with the study by Nora in MTs Al Huda Bandung Tulungagung. Nora (2015) stated on her thesis that dictogloss can improve the students' listening ability based on her research in MTs Al Huda Bandung Tulungagung.[4]

In relation to the improvement of the students' listening achievement in cycle 2, the percentage of the students' involvement in the listening teaching process had also improved. The percentage of the students' involvement in cycle 1 was 41% but in cycle 2 was 86%. In this case, the students did not feel

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[4] Nora Nikmatul Jannah, *The Effectiveness Of Using Dictogloss Technique To Improve Students' Listening Ability At The Eight Grade Of Mts Al-Huda Bandung Tulungagung In Academic Year 2015*, (Tulungagung: IAIN Tulungagung, 2014), p. 70

reluctant or worried to respond to the teacher's questions and asked questions as well to the teacher.

Thus, the researcher has enough evidence to say that Dictogloss technique can improve the students' listening ability on the second grade of SMPN 1 Semen Kediri.